R E P O R T R E S U M E S

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EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA. FIRST PROGRESS REPORT, SEPTEMBER-NOVEMBER 15, 1964.

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PUB DATE 64

EDRS PRICE MF-$0.25 HC-$1.88 45P.

DESCRIPTORS- *EXPERIMENTAL PROGRAMS, *DEMONSTRATION PROJECTS, *CORRECTIONAL EDUCATION, *VOCATIONAL EDUCATION, PRISONERS, REMEDIAL INSTRUCTION, JOB PLACEMENT, *PROGRAM DESCRIPTIONS, COUNSELING, REHABILITATION PROGRAMS, MDTA PROGRAMS,

YOUTHFUL OFFENDERS BETWEEN THE AGES OF 16 AND 23 ARE THE EXPERIMENTAL SUBJECTS IN A MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAM, ESTABLISHED AUGUST 31, 1964. BASIC AND OCCUPATIONAL EDUCATION WAS PROVIDED IN (1) FIVE 26-WEEK COURSES--WELDING, APPLIANCE REPAIR, AUTO REPAIR, BARBERING, AND BRICKLAYING, AND (2) TWO 52-WEEK COURSES--RADIO AND TELEVISION REPAIR AND TECHNICAL WRITING. ENROLLMENT IN EACH COURSE WAS SET AT 10 STUDENTS. THE PROGRAM AIMED TO DEMONSTRATE SUCCESSFUL INMATE TRAINING, REDUCTION OF TRAINING TIME BY USING PROGRAMED MATERIALS, SUCCESSFUL JOB PLACEMENT, THE EFFECTS OF COUNSELING ON INMATES AND THEIR FAMILIES, THE EFFECTS OF A COUNSELOR PRACTICUM FOR COLLEGE STUDENTS, AND THE SUCCESSFUL USE OF COMMUNITY VOLUNTEERS IN THE PRE-RELEASE PROGRAM. ACTIVITIES FOR THIS PERIOD INCLUDED PREPARING PROGRAMED MATERIALS, REMODELING FACILITIES, HIRING STAFF, AND ESTABLISHING A LIST OF POTENTIAL EMPLOYMENT COMMUNITIES. THE APPENDIXES INCLUDE PERSONAL RESUMES, SAMPLE FORMS, A SUMMARY OF STUDENT TEST SCORES ON THE CALIFORNIA ACHIEVEMENT TEST AND THE GENERAL APTITUDE TEST BATTERY, A TIME SCHEDULE OF CLASSES, AND NEWS RELEASES. (EM)

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Progress Report

September - November 15, 1964

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT

FOR

TRAINING AND PLACEMENT OF YOUTHFUL INMATES

OF

DRAPER CORRECTIONAL CENTER

AT

ELMORE, ALABAMA

The U. S. Department of Labor
Office of Manpower, Automation and Training
Contract (No. 82-01-07)
between
The Secretary of Labor
and
Alabama State Board of Corrections

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VT005717

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PROGRESS REPORT

September 1, 1964 to November 15, 1964

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA.

A "second chance" has finally become a reality for youthful offenders in Alabama. The experimental and demonstration project for training and placement of young inmates of Draper Correctional Center located at Elmore, Alabama, was founded August 31, 1964, under the Manpower Development and Training Act.

The trainees who have been selected to benefit from the program are 16 through 23 years of age with a parole release date that will reasonably coincide with completion of training. In no case will any vocational course last longer than 52 weeks. Five of the seven courses included in the training plans will take approximately six months to complete. Therefore, five will be repeated during the last six months of the training period.

Programmed instructional materials are being used in the areas of basic education and occupational training where the related subject matter is available. Other applicable self-instructional materials are being developed by the programmers who have the responsibility of improving the methods and procedures used in the vocational training.

Experimental and Demonstration Features

The program planned for the selected trainees will seek to demonstrate that:

1. Institutionalized youthful offenders can be successfully evaluated, selected, counseled, and trained for a vocation.

2. Programmed materials can reduce the preparatory and vocational training time which is necessary for traditional training materials.

3. Employers throughout the state of Alabama can be induced to hire parolees who have completed this program.

4. Intensive vocational and personal counseling can assist in modifying psychological and behavioral problems of these inmates and enable them to become employable citizens who are capable of adjusting to the demands of a free society.

5. Direct family counseling can effect an easier transition from the prison to the home and also improve the community's acceptance of the individual.

6. College students (males) studying counseling and guidance can receive qualified field training for practicum credit.

7. Volunteers can be recruited from the surrounding communities to assist in the prerelease program.

8. Community involvement can be generated to establish local committees to sponsor individual inmates who will be paroled to the community.

Administration

Staff members presently working in the experimental-demonstration areas, as well as the ones in the vocational training section, are well qualified for their positions. Appendix "A" presents a detailed listing of all personnel, their qualifications, work experience and education.

The following positions, however, have not been filled:

(1) Clerk Steno III

(2) College Counseling Corps - 3 positions

(3) Correctional Officer

(4) Janitor

Several difficulties have interfered with or limited the selection of individuals to fill the above jobs. For example, because security is a problem in a male correctional system, the prison administration has discouraged the employment of women. Several men have been interviewed for the clerk-steno III position; however, none have been found who had the background and experience necessary to handle the job.

Since the project did not get underway until after students had made commitments to attend college during the fall semester, the College Counseling Corps positions cannot be filled until next January or February. The other unfilled positions reflect a shortage of available qualified people. At present a correctional officer and inmate janitors are on temporary loan to the project until these jobs are filled.

The Organizational Chart attached to Appendix "A" indicates all filled and unfilled positions with the lines of authority within the project.

The following in-service training has been given to Staff Personnel:

1. Teacher Education--Six hours given by J. F. Ingram, State Director of Vocational Education.

2. Job Analysis--Three hours; given by Fred C. Williamson, Teacher Trainer, Department of Trade and Industrial Education, University of Alabama.

3. Human Relations--Two hours; given by Parks Scott, Director of Public Relations, Southern Bell Telephone, Birmingham, Alabama

4. Report Preparation for Vocational Education -- Three hours; given by the MDTA staff, State Division of Vocational Education.

5. Report Preparation for Employment Service - - Three hours; given by the staff of State Employment Service.

6. Orientation of the General Aptitude Test Battery by a member of State Employment Service - - Two hours.

Extensive remodeling of space was necessary in order to house the experimental- demonstration unit and the vocational training programs. Actually, three different physical locations have required renovation. As of the writing of this report, remodeling has not been completed in several of the shop areas. Shortage of funds and materials on the part of the Board of Corrections for major remodeling have held up the completion date for all renovations and installation of equipment. Particularly has the delay effected the service station mechanic-attendant training. Temporary space has been converted into a classroom for this class. Moreover, contractors have not been willing to bid on such a small construction job and qualified laborers have been scarce because the prison happens to be located in a boom area where all types of laborers have been hired to build a large canal connecting a lake with a river. It is our hope that alterations will be completed by the end of January, 1965.

The isolation of Draper has adversely affected purchases of equipment and supplies. We are located outside the normal delivery zone of most suppliers, and many hours have been wasted in trips to and from Montgomery to pick up purchases. Much time, too, has been spent on the telephone pleading with suppliers to deliver smaller purchases. We have attempted to consolidate trips, of course, but frequently this has not been possible. Moreover, when bids are necessary for remodeling or the installation of equipment, it has been difficult to get three different firms to submit bids. Sometimes we have had to settle for only two bids.

Recruiting

Formal recruitment for students began in September, 1964. Announcements of the new vocational classes were posted on bulletin boards at Draper and the Classification Center of the Prison System. Enrollment applications were made available in the guard's office to all inmates who wished to be considered for training. (Appendix "B" contains copies of the announcement and the application form.)

As applications were received, they were reviewed by the project staff in consultation with the Warden. Since no counselor had been employed when decisions were made to accept or reject many of the applicants, initial selections were made with a minimum of testing and interviewing. Each candidate did receive an academic achievement test and an interest inventory. When available, prison records were also reviewed to round out personal information on each man.

A total of 118 applicants were received in choosing the men for the second courses, the following criteria were used:

(1) Age - Acceptable age range at 16-23.

(2) Interests - As determined by interview and interest tests. First choice of each applicant was honored.

(3) Education - Lowest academic achievement test score was 5.8 grade average.

(4) Successful personal interview - Each applicant was interviewed by the placement officer, vocational and personal counselors, and by the vocational instructor if he were employed. The applicant was asked to clarify his reasons for selecting a particular vocational area; inquiry was made about his previous occupational experience, future placement interest, and other pertinent information. The prospective trainee had to agree to complete the training, be placed on a job located by the placement office, and participate in a follow-up program.

(5) Agreement to waive parole - A total of 28 applicants already had parole release dates earlier than the completion date of the courses for which they had enrolled. This fact necessitated a waiver statement (Appendix C) signed by each of these inmates agreeing to literal parole setup. All of these applicants readily agreed to sign such a statement. One inmate waived 11 months time in order to complete the 12-month course in TV Repair. Several others waived as much as six months.

(6) Other considerations - Nearness to parole was a factor in the majority of cases, but certain inmates with longer times and more distant paroles "set-up" were sometimes considered favorably because of the recommendations of the Warden, who was working with several men in an intense effort to change their attitudes and behavior. Another consideration was GATB Scores, also many students were either already selected or were not available at the time of test administration. A close correlation was found between the student's vocational choice and adult minimum aptitude scores for occupational aptitude patterns (Appendix D).

Training

The selection of vocational training areas was based upon the recommendations of State and local employment offices, labor unions and management organizations, state-wide employment opportunities and the training deficiency among the inmates of Draper. Existing facilities and resources at the institution were also considered before making the final selection on the occupational training conducted in the Manpower Development and Training Project.

The project, designated as ALA - (YM) 5000, is providing occupational training for institutionalized youthful offenders through programmed instructional

materials that are available. Other programmed materials are being developed in the selected occupational areas by the Materials Improvement Section.

It is the responsibility of the State Board for Vocational Education to administer the program through the designated training agency, Draper Correctional Center. The program is being coordinated by the State Director of Vocational Education. Supervision of the program's organization and development is provided by the State Supervisor of Manpower Development and Training Program. The Commissioner of the Alabama Board of Corrections is the public official responsible for the funds allocated for training. The Project Director, with the aid of consultants, planned and organized the training program as well as the experimental-demonstration phase of the project. Direction and coordination of all phases, has been the responsibility of the Assistant Project Director.

Program Purposes and Objectives

A significant purpose of this project is to adapt to traditional vocational training certain recently developed but proven teaching techniques. These techniques are now being applied with success (generally under the name of programmed instruction) by various agencies, such as the Training Branch of the U. S. Communicable Disease Center, the U. S. Air Force Training Command, the Agency for International Development, and many schools and industries. We propose to create programmed materials for several basic trades for which such materials do not now exist, and to put them to work in a vocational education project designed to train a group of male youthful offenders who are clearly a hardcore employment problem upon release. Our further purpose is to develop the necessary guides that will make these materials and their proper use available to both correctional and public educational institutions.

The specific purposes of the training phase of this project are as follows:

1. To select and train a group of incarcerated, youthful offenders for several useful trades. The proposed courses for the project are as follows: Combination Welder, Radio & TV Repair, Small Electrical Appliance Repair, Automobile Service Station Mechanic-Attendant, Barber, Bricklayer, and Technical Writer.

2. To significantly reduce the preparatory and vocational training-time through the construction of programmed materials of two kinds:

   a. Programs that serve as adjuncts to existing training materials, making these materials easier for the student to understand.

   b. Programs that replace existing materials, particularly those that are most inadequate for the more difficult parts of the training job.

3. To assess ways of improving the training and programming service and to insure proper job placement and guidance of the trainees after parole.

4. To make available to correctional and public educational institutions both the training materials and the procedures for their use.

The MDTA Codes, occupational titles, DOT Codes, length of training, and the number of trainees, for each course are shown in the table below:

CODE	TRAINING AREA	DOT	LENGTH OF TRAINING	NO. OF TRAINEES
Ala-(YM)5001-001	Combination Welder	4-85.040	26 weeks	10
Ala-(YM)5001-002	Small Electric Appliance Repairman	7-83.058	26 weeks	10
Ala-(YM)5001-003	Radio & Television Repairman	5-83.416	52 weeks	10
Ala-(YM)5001-004	Automobile Service Station Mechanic	7-81.011	26 weeks	10
Ala-(YM)5001-005	Barber	2-32.01	26 weeks	10
Ala-(YM)5001-006	Technical Writer	0-06.90	52 weeks	10
Ala-(YM)5001-007	Bricklayer	5-24.010	26 weeks	10
				70

The beginning dates for Technical Writing and TV Repair was October 19, 1964. Bricklaying, Combination Welding, Small Electric Appliance Repair, and Auto Service Station Mechanic Attendant courses began November 1, 1964. On November 15, 1964, the Barbering course began.

In addition to the vocational shop or laboratory training, classroom work directly related to the trade is taught by an instructor who is an expert in the field.

Remedial or basic education courses in language arts and arithmetic are prescribed for each individual student, depending upon his deficiencies and required knowledge for his particular occupation. The remedial instructor determined these individual needs by referring to CAT Scores (Appendix D) and by consulting instructors of each course. Essentially, self-instructional materials are being used to overcome student deficiencies. However, it has not been used by itself but in combination with proven formal teaching techniques.

Supplementary training will also be provided at the beginning of the year. Until recently, a qualified instructor could not be found who would accept the position. Personal-social relations is one area in which each enrollee will receive training. The student taking courses involving distribution of a service will become familiar with basic selling.

merchandise information, sales promotion, and credits. Up to one-quarter of the daily time will be allowed for this type of information which will be taught by various instructional methods.

A two-hour human relations conference has been conducted for staff members and trainees. First, the staff had a separate conference, and then the students were broken up into two different groups with each group participating with the conference leader, Mr. Parks Scott, Director of Public Relations, Southern Bell Telephone Co., Birmingham, Alabama. He will follow up the first conference with at least three more sessions which will be spaced about one week apart. Each session is being recorded in the event that a self-instructional program is developed by the writers at a later date.

The Master Project Ala-(YM)5000, providing for at least 120 trainees for 52 weeks, involves approximately nine sections or separate groups of trainees. A total of 70 inmates, 10 students for 7 groups, were enrolled. Two drop-outs leave a balance of 68 presently being served in the program.

The projected training cost for the seven different courses, two groups being trained for 52 weeks and 10 groups being trained for 26 weeks, is $237,634.00. Since the students are confined in prison, a training allowance was not included in the budget.

Several problems have plagued the smooth operation of the project from the beginning. Our foremost problem is the overcrowded conditions in the remedial classroom, which is a result of too many students scheduled at the same time in a classroom which is too small. One instructor has not been able to control the 40 to 50 students attending one classroom period during the morning. Neither is he able to provide a suitable academic atmosphere or the time required to administer and supervise programmed materials.

The reason for the overcrowded condition is the fact that a qualified instructor for the supplementary classroom will not be available until January, 1965. In order for students to be under supervision during their period of supplementary instruction, they were placed in the remedial classroom until January.

The remedial classroom was originally planned to accommodate 10 to 20 students at any one period. A supplementary instructional period will be for approximately 20 trainees. The removal of 20 students from the remedial classroom should relieve the situation enough to allow more time and space for each one.

Another solution to this problem will be the employment and training of the College Counseling Corps, beginning February 1, 1965. They will be trained to counsel and guide trainees in the selection of remedial courses related to the students' vocational training. Test scores, plus observations from the instructors, will be the basis for individual subject-matter prescriptions to improve deficient areas.

External noises have interfered with instruction and studying in every classroom. Ceilings are to be built in each classroom in January, 1965, by the Board of Corrections. Eliminating much of the disturbances should help to provide a more suitable learning atmosphere.

Many problems have developed because equipment and supplies purchased for each course have been slow in arriving, and money has not been available to order everthing needed. Many items needed for instruction (equipment,tools, supplies and references) failed to be listed or were not approved in the budget. Since these items are vital to the training program, it will be necessary to transfer funds, whenever possible, or request additional funds.

Unfortunately, the amount of funds received, thus far, has been insufficient for the purchase of required items necessary in the first six-month vocational courses, which are scheduled to end April or May, 1965. Unless additional monies are funded immediately, the completion of vocational training for entry level employment may be delayed.

One change made in the daily schedule (Appendix E) for the bricklaying students was made to take advantage of weather conditions. Since the shop area is entirely too small, only a limited amount can be done inside; therefore, the trainees work outside when the weather permits. To allow more time outside, remedial instruction has been scheduled to accommodate the students in bad weather.

Poor eyesight, indicated by the instructors' observations of several students' efforts to perform, must be corrected if the desired training takes place. Obtaining money to provide the eyeglasses will also present a problem to the Board of Corrections. Where the Board is responsible, insufficient funds account for many delays because the project must wait until funds or materials are made available.

Since Technical Writing is applying a different method of training, more details of the course will be presented in this first progress report. Its relationship to the Materials Development Unit will also be described.

Students were selected for Technical Writing by the instructor on the basis of high-level verbal skills or potential; high reading ability (comprehension and vocabulary); personal interview to determine motivation, attitudes, and verbal expression; diagnostic exercises during prevocational period (essays, standard and specialized tests).

During the first six weeks of organized classes, the pre-apprentice students were given lectures (approximately four hours per day) on learning theory, the practices and procedures of preparing self-instructional programmed materials (linear and branching), and a detailed demonstration of the Mathetical system of analysis in preparing the training materials to be utilized by the Draper Vocational Project. The students used as references and study materials the following:

THE JOURNAL OF MATHETICS, PREPARING OBJECTIVES for PROGRAMMED INSTRUCTION, by Mager; Reinforcement Learning Theory, by Keller; and many articles and papers dealing with Mathetics, linear, branching, and corollary fields.

Following the period of lecture-demonstration, the students entered into the initial phase of their years of apprenticeship. Each student was assigned one or more projects in one of the six vocational areas. Under the auspices of the instructor and the assistance of the Materials Improvement Unit, the apprentices have begun the process of data collection (instructor interviews, subject-matter references, and observation of student and instructor performance), analysis of the intended trainee population, analysis of the job, discovery of the training deficiencies of the students in that job, and the detailed and rigorous system of analysis of behavior and teaching strategies unique to the Mathetical approach.

At present, the apprentices are marginally skilled in population analysis, job analysis, writing behavioral training objectives, prescription writing (a behavioral blueprint of the training deficiencies to be overcome by the training material) and exercise preparation. The apprentices also have a low-level ability in the diagnosis of teaching problems (generalization and discrimination), and the determination of teaching strategies.

References used in class include dictionaries, The Journal of Mathetics, Analysis of Behavior, and the texts provided by the instructor in each of the vocational areas.

Contemplated changes include a complete reorganization of the training plan from the original plans. As the methodology of the system of Mathetical analysis is intricately tied to each previous stage, it was found that a heavier concentration of classroom-presented theory was necessary in the first stage of the class work. Although at least one hour a day will still be spent in the formal classroom structure, the class will devote the greater bulk of its time in individual work on projects.

It was first planned that students could work under the minimum supervision of a technical writing instructor and under the general direction of the Chief Programmer for the remainder of the time. Presently, it is indicated that a closer relationship must exist with the Chief Programmer and the Materials Improvement Staff; each of the staff members will serve as a team leader for two vocational areas.

Because of the specialized nature of a vocational training project, the original concept of heavy reliance on "teaching lessons" is being revised. The emphasis will be placed upon the development of materials that will manifest a hybrid of the teaching lesson and the conventional manual of instruction.

An underestimation of the graphics needed for the volume of work anticipated dicates a need for additional funds or some provision for additional art talent.

Research Procedures involving programmed instruction are being recorded as they are developed. The field of self-instructional materials design and production, being a relatively young and unsystematic discipline, indicates much research is needed. Each student will be keeping a daily diary of his

work, which will include the decisions made, the modifications used and contemplated, the results of "trying out" his ideas, and the gaps seen in the system of analysis as presently employed.

Already two unique portions of work have been designed, developed, and are being tried out by the students under the direction of the Materials Improvement Staff. The work performed on the system by the student during the year will culminate in a set of training materials (especially self-instructional lessons) for technical writing. To date, no such satisfactory training materials exist.

MATERIALS IMPROVEMENT UNIT

The Materials Improvement Unit is composed of two programmers, a Program-Editor, and a Chief Programmer. An artist will be contracted for the last six months of the project.

Programmers were employed on the basis of writing skills demonstrated, publication experience, education, personal interviews, specialized tests, and educational attitudes.

Each member was given an overview of the project by the Chief Programmer and a detailed description of the objectives of the Project and the Materials Improvement Unit. He was also given a general description of his duties and responsibilities.

A programmer serves as team leader for two teams of apprentice programmers; he analyzes, organizes, and prepares training materials in the vocational, remedial and supplementary areas; designs and directs the preparation of graphics by the staff artists; assists Chief Programmer in the instruction of the Technical Writing Class.

The Program-Editor has the same duties as programmer except for direct responsibility for producing training materials; carries an additional duty of editing copy and layout of all materials produced by the Materials Improvement Unit; serves as liasion person with printers, artists, and other fabrication personnel.

The Staff Artist, using a rough draft of the training materials prepared by the Programmer along with existing training materials and graphics, prepares the final art work for publication of the training materials. He works under the direction of the Chief Programmer and Program Editor.

The Chief Programmer performs a Mathetical edit on all materials produced by the Materials Development Unit and the Technical Writing Class, supervises all production, designs experiments and directs research prodecures, coordinates work with the vocational class instructor, carries on individual research in the practice and procedures of programming, guidance, and motivational materials and serves as instructor for the Technical Writing Class. He is directly responsible to the Assistant Project Director.

The Materials Improvement Unit largely utilizes the Mathetical system of behavioral analysis, which culuminates in a self-instructional programmed lesson.

In addition to the practices and procedures developed for the various methods of programmed instruction, improvements and advancements made in conventional manual and guidance materials for vocational training will include the systematic application of reinforcement theory.

The design and production of training materials will be evaluated according to the specific needs of a vocational program which uses the self-instructional approach combined with traditional shop and classroom instruction. Moreover, new concepts of programmed instructional materials will be employed. Because of the nature of some training requirements, the strict division between a "teaching lesson" and guidance materials in textbook format will not be desirable. In order to teach the skills and knowledge of an occupation it will be necessary for various combinations of materials to be developed and packaged as training kits.

The Unit has attended all lectures and demonstrations given to the Technical Writing Class. Special materials which were developed for programmed instruction and for technical writing have been given as study exercises.

Inability to communicate to the instructors the objectives of the Project and the role that will be played by the Unit is one problem that is simply taking time to solve. Lack of materials and references for each vocational area account for many inconveniences. Distractions due to construction should be solved by January, 1965.

Counseling

The Vocational and Personal Counselors, working very closely with the Placement Officer, have been involved in the following activities:

1. Establishing the selection criteria
2. Writing and posting announcements of vocational courses
3. Formulating application forms for inmates interested in courses
4. Reviewing and screening applications for those qualified to benefit from training
5. Interviewing applicants to determine interest of inmates
6. Obtaining recommendations on potential students from the Warden and Dr. McKee
7. Testing applicants to determine academic grade level, interest, and aptitudes

8. Counseling trainees in personal and vocational areas

9. Developing tables using California Achievement Test Scores, General Aptitude Test Battery Scores, selection statistics, and age groups

10. Collecting data from photostatic copies of students'classification questionnaires

11. Conducting individual and group counseling pertaining to attendance and human relations

12. Counseling with potential drop-outs

13. Completing enrollment and drop-out reports

14. Organizing a field training program for college students enrolled in guidance and counseling

15. Selecting and ordering psychological, interest, achievement, and mental maturity tests, in addition to other psychometric devices

16. Collecting and organizing personal-social data on each trainee

17. Recommending students for remedial work according to deficient areas

18. Preparing individual test profiles on each student

19. Referring several students with personality problems to the clinical psychologist who makes scheduled periodic visits

20. Contacting the Prison System's Receiving and Classification Center for potential enrollees

21. Establishing close relationships with the Parole Board in order to arrange parole set-ups that will reasonably coincide with completion of the course.

Drop-outs seem to be inevitable. Two students have been dropped from their training courses. One student enrolled in the Service Station Mechanic-Attendant Course changed his mind about the type of training he preferred. After several sessions with the instructor, counselor, clinical psychologist, and the Warden, it became apparent that he could not achieve success because of lack of interest and low academic achievement. He was placed in the Self-Instructional School until the second six-month course begins in barbering, which is his training choice at the moment.

Another boy who was dropped, had been enrolled in the Bricklayer Course. Again, lack of interest in this particular training accounts for his poor performance in his class and shop. He wanted out despite the counseling received from his instructor, counselors, the Warden and the Project Director.

In order that drop-outs may be prevented as a result of trainees changing their minds, steps are being taken in the selection of inmates for a prevocational period of training. It is hoped, that more extensive testing and counseling of new applicants will also help to eliminate dropouts for the next six-month courses.

Job Development and Placement

The success or failure of this E & D project rests on the timely paroling and placement of the trainee on a remunerative job. Thus, the Job Placement Officer performance is critical in the program. He must insure the cooperation and understanding of the public in general, and target employing groups in specific.

The Placement Officer's first step was to acquaint himself thoroughly with the training methods of the project, and with the individuals being trained (he participated in the initial selection interview of each trainee), and the employment opportunities and skills required in the various trades being taught.

Personal letters from the Placement Officer have been sent to the Manager of each State Employment Service Office requesting assistance in job placement. Literature was enclosed giving a brief description of the project along with its objectives. Visits to some of these offices have also been made.

The Placement Officer has met most of the Parole Supervisors located throughout the state. An explanation of the project was given to each one. Follow up on these contacts are now being initiated.

A list of individuals in the fields of labor, management, and social welfare is being compiled for future contact.

The location of places where inmates prefer to work is an important consideration for the Placement Officer. A majority of the inmates interviewed has expressed a desire to work in a specific community. Various reasons were given for their selection. In most instances the inmate wished to return to the community which he considered his home. However, there were many whose choices were based on where they thought the best opportunities were available for employment in the occupational field for which they were receiving training.

A few inmates expressed a desire to be placed in states other than Alabama. Most of these trainees had either lived or worked in the state at one time, or have relatives now living there. A consultation with the State Pardon and Parole Board revealed that they are willing to work with the Placement Officer and with the parole boards of the various states in order to obtain employment and supervision of these inmates.

A list of training facilities in each community is now being compiled for use in determining the job placement of students. The location of these facilities will be considered in relationship to the desires and needs of the trainee for further training, either vocational or educational.

A thorough study is being undertaken to determine the general acceptance of the individual trainee by the community in which he desires placement. A number of factors are being considered including those listed below:

1. Original crime committed by the trainee and resentment, if any, within the community

2. Family and social background to which the trainee will be returning. It must be determined if these associations would adversely affect the trainee's social rehabilitation and adjustment to a "free" society

3. Availability of employment in the field for which the student has received training and the specific conditions to which he would be exposed

4. Beginning salary and possibility of advancement in initial placement and whether individual would have to support himself alone or a family

5. Trainee's availability to supervison by parole supervisors and project personnel

6. Availability of additional training facilities in the community

Publicity and public relations on behalf of the project have been carried out according to a program planned by the Placement Officer. News releases (Appendix F) were sent to all radio and television stations, as well as to the large newspapers in the state.

Follow-up on inmates being placed in jobs will be an important phase of the project. An evaluation sheet is being prepared which will include such information as the following: stability on the job, advancement in salary and position, personal behavior on the job and in the community, family and other influences, additional knowledge student has acquired about his particular trade, revision of materials taught which have not proved practical in the field, and the individual's general outlook on society.

In addition to the follow-up efforts of the Job Placement Officer, a more elaborate follow-up information file will be maintained on each parolee. Through community action committees, a variety of services and facilities will be made available to the graduate. Close liaison will be maintained with the parole supervisor, family and employee. Correspondence and other contact between the project and the parolee will be encouraged as another phase of the supporting services available to the parolee. A college corpsman will be assigned the task of aiding the Placement Officer and counselors in keeping records up to date, providing summary information on each student and on the parolees as a group.

SUMMARY

Youthful offenders serving prison sentences at Draper Correctional Center, Elmore, Alabama, are experimental subjects in the Experimental and Demonstration Manpower Project for Training and Placement. Evaluation and selection of students for seven courses have been completed, and the counseling and training for a vocation are now in progress. Initial efforts being made by the Placement Officer include personal contacts with Parole Supervisors, State Employment Service Personnel, and community leaders. News releases for radio, television and newspaper medias have been disseminated throughout the state.

Programmed Instruction (P.I.) procedures are being developed for vocational training in order that learning will be more effective and efficient for each trainee. The use of P. I. materials that have been published for areas of remedial or basic education has allowed the Remedial Instructor more time to work with each one in his classes. Since students are not studying the same subjects, P. I. is far more feasible, than traditional methods of teaching.

Problems resulting from delays in approving and funding monies for remodeling, for purchasing equipment and supplies, and for hiring personnel are gradually being solved. However, the completion of some courses may be postponed approximately one month until entry level is achieved in the occupation.

More assistance and directions are needed for report preparation.

Contacts and interviews are being made to fill the vacant staff positions which are vital to the project's success. By February 1, 1965, the College Counseling Corps, the clerk-steno, and the other two typists should be employed.

Timber is to be cut from property owned by the State prison system for the construction of ceilings in all classrooms during January, 1965.

The Placement Officer is establishing a list of communities where inmates will be placed in jobs. During the next few months, inquiries, to be made to employers and leaders in the communities, will help to determine when and where jobs will be available to the trainees.

Interviews and counseling with families of students will begin in February, 1965. Whenever possible, the counselors will visit in the homes before the inmates are paroled.

An organizational meeting of the Advisory Committee is planned for January, 1965. Other activities set for December and January include the announcement of new classes beginning in May, 1965. Testing and screening of new applicants should be completed by February in order that the Pardon and Parole Board will have sufficient time to set-up release dates. Final selection, to be completed by April, 1965, will be made from a list of applicants who have parole set-ups that will coincide with the end of the course.

On the basis of experience in planning and organizing this project, it is recommended that money be funded at least three months prior to the proposed dates for the vocational training to begin. This should allow enough time to employ and train personnel; adapt facilities necessary for shops, classes and administrative areas; order and purchase equipment and supplies; formulate methods and policies; and test and select students. Much of the equipment obtained from the Government excess property inventories needs substantial repairs and refinishing before it can be used. Some of the needed equipment has not been available through this source. Because of these problems, and the delays and expense of shipping the GSA equipment, it is recommended that procurement be expedited in some way.

This E&D project has gone through the organizational and early developmental phase, and initial problems are being overcome. Morale of the students and staff is high. New and better training materials should soon be forthcoming from the materials development unit. In the next progress report, guidance and counseling techniques will be emphasized. Case histories will also be included.

APPENDIX A

PERSONNEL EMPLOYED IN PROJECT

APPENDIX A - PERSONNEL EMPLOYED IN PROJECT

have been

The following list of positions, names, and qualifications ~~are~~ employed under the experimental-demonstration phase of the project:

1. Project Director, Dr. John M. McKee; graduate of Emory University, Ph.D. in clinical psychology from the University of Tennessee; trainee in the Veterans Administration Psychology Training Program; staff psychologist at the University of Tennessee Psychological Service Center, State Director, Division of Mental Hygiene, Alabama Department of Health for 9 years; Director of the Draper Experimental Project in Education and Rehabilitation; consultant in the use of programmed instructional materials for the disadvantaged youth and adults; nationally recognized for work in the field of corrections.

2. Assistant Project Director, Mrs. Donna Seay; graduate of Auburn University; Master's degree in Trade and Industrial Education with a minor in guidance; manager and buyer in retailing; Distributive Education Coordinator at Sidney Lanier High School, Montgomery, Alabama, for nine years; Subject-matter (P. I.) Counselor, Draper Experimental Project in Education and Rehabilitation; consultant in vocational education.

3. Bookkeeper and Purchasing Agent, Joe Thomas; Knox College, Galesburg, Illinois; Gem City Business College, Quincey, Illinois; 5 years experience as a stenographer-clerk for 3 railroads; 2 years in Army, secretary to battalion commander and acting administrator Sergeant-Major; executive assistant and bookkeeper to Executive Secretary of the Alabama Retail Furniture Association and the Alabama Home Builders Association; Assistant Manager, Reed Transfer Company.

4. Assistant Purchasing Agent, Maury L. Jones; graduate of Lyons Business College; reporter for Advertiser Newspaper; salesman, buyer, and manager, Home Appliance Department, Sears Roebuck Co., Manager, Sears Customer Service Building; Acting Sergeant-Major, General Headquarters, Armed Forces of the Pacific, Publications and Distributions Division. (This position is a substitute for the clerk-steno III which is included in the budget. Because of the extensive amount of bookkeeping, purchasing, and inventory control needed, it was necessary to have an assistant who could help with these duties.)

5. Placement Officer, Walter Bamberg; college training in journalism and sociology; former radio and television announcer; eleven years experience in hiring and supervising employees; wide experience in producing and directing public affairs programs, known throughout Alabama by leaders in civic affairs, labor, and business; president, Montgomery Association for Retarded Children; past-president, Normandale Civitan Club, Publicity Director, Alabama-West Florida District of Civitan International; past-president, P. T. A.

6. Personal Counselor, William H. Phillips; B.S. from Millsaps College with major in education and minor in science; courses in High School Administration, Vocational Aids and Problems, Test and Measurements, and

Vocational Education History at University of Alabama; 16 years as a teacher and principal in public schools; two and one-half years in military service--teaching physics to pre-flight school cadets of the Air Force; 18 years of experience with the Veterans Administration, with three positions being in the Vocational Rehabilitation Division as a Liaison Officer, as a Training Specialist in Vocational and Occupational Objectives, and as an Educational Advisor.

7. Clerk-Typist I, James Crosby; one year of Business Administration, Alabama College; one year of business and typing, Montgomery Business Academy.

8. Clinical Psychologist, Dr. C. J. Rosecrans (Part-time Consultant); B.A. in Psychology, University of Arkansas; Ph.D. in clinical psychology, University of Tennessee; trainee in clinical psychology, Veterans Administration; Clinical Psychology Consultant, State Division of Mental Hygiene; Chief Psychologist, Department of Psychiatry, University of Alabama Medical School.

9. Operational Manager (substitution for the Correctional Officer), Sam R. Posey; two years as an elementary school superintendent; 31 years as a Criminal Investigator, U. S. Government; Police officer for four years. (A change in title seemed to be appropriate because of additional duties given to this person. His responsibilities include the general supervision of movement between classrooms and the main prison building, checking on absentees, and other duties in regard to the security of equipment and people.)

Positions, names, and qualifications of the staff members included under the vocational training budget are as follows:

1. Chief Programmer and Instructor of Technical Writing Course, Joe H. Harless; B.A. in English and Psychology, University of Alabama; seven years experience in newspaper, magazine, and training materials preparation and publication; two and one-half years experience in the analysis, design, and preparation of programmed instructional materials; teaching experience in industry and government; produced approximately 35 hours of self-instructional materials. (The instructor who was originally considered for the position was not available at the time the Technical Writing Class was begun.)

2. Programmers, H. Wayne Greenhaw, English-Creative Writing major, diverse college course background; reporter for several newspapers (4 years); several years as technical publication writing and radio-T.V. script writer; experience as copy editor and layout man and as staff trainer; taught five high school English classes for a term; published several pieces of fiction in national and regional magazines.

3. Programmer, Michael McGaulley, B.S. in English, LL.B. Degree, member New York Bar Association; experience as writer and producer of radio programs; worked with programmed instructional materials while in the U.S.A.F.; has written articles for publication.

4. Programmer-Editor, Sam Cassels, III, three years professional experience in writing and editing economic and population analyses, market research

feasibility reports and studies, marketability, area development, and housing studies, neighborhood analyses, public improvement programs; experience in supervising the layout and production of the above studies and reports; undergraduate studies included technical courses in addition to his major and minor courses in the humanities and sciences; served as a senior grade electronics technician, having completed several technical electronics courses in the U.S.A.F.

5. Remedial (Basic Education) Instructor, Arthur J. Parsons; B.S. in Business Administration with minor in sociology; substitute teacher in college; lab assistant; engineering assistant; Classification Officer, Atmore State Prison, Alabama.

6. Vocational Counselor, Paul W. Cayton; B.S. degree; major in secondary education and social studies and minor in English and physical education, Troy State College; Master's degree in education with a major in curriculum and supervision and minor in administration, Auburn University; 18 semester hours of post-graduate work in history, University of Alabama; 30 semester hours in guidance and counseling, Auburn University, University of Florida, and University of North Carolina; Class AA teaching certificate; 2 years Military Service in Intelligence G-2; nine years experience as a high school teacher in English, social studies, and physical education, and assistant to principal; one and one-half years experience as a Veterans Continuation Teacher; five years of experience as a part-time and full-time high school counselor.

7. Welding Instructor, Jess W. Stanbrough; special instructor's training, Massey Ferguson Implement Co.; eight years of teaching experience for Massey Ferguson Implement Co.; supervisor of farm machinery remodeling; serviced farm equipment and automobiles; machinist; eight years experience as a welder.

8. Bricklaying Instructor, Cecil Norris, Jr.; high school graduate; 15 years of experience as bricklayer and bricklaying contractor.

9. Barbering Instructor, James A Graham; high school graduate; four years of apprenticeship training; 14 years experience as journeyman and manager in a barbershop; member of Montgomery County Barber Association.

10. Service Station Mechanic - Attendant Instructor, Grady M. Meredith; B.A. degree in education, Huntingdon College; 12 semester hours in graduate work; sales experience in hardware, real estate, and automobile parts, and men's clothing; 7 years experience in auto repair; and 8 years teaching arts and crafts.

11. Small Electric Appliance Repair Instructor, Lamar R. Moon, Sr.; 20 hours towards a B.A. degree, Howard College; Course in radio and electronics. 2 years of job training for GI's and D. O. students; 28 years of trade experience as an appliance repairman and owner of service business.

12. Television Repair Instructor, Norman F. Ussery; high school graduate; courses in general electronics, occupational analysis, course construction, J.R.T., J.I.T., and J.M.; self-employed in radio and television repair; 25 years experience teaching trade for on-the-job trainees and in a trade school; contracted for and built radio and television stations.

13. Typist I, Ray C. Bonner, Jr.,; GED in Army; experience in typing and operating office machines while in the Army; Branch Representative, Domestic Loan Company, Sylacauga, Alabama.

APPENDIX B

ANNOUNCEMENT

ENROLLMENT APPLICATION

ANNOUNCEMENT

APPLICATIONS ARE NOW BEING ACCEPTED FOR THE NEW VOCATIONAL COURSES AT DRAPER CORRECTIONAL CENTER.

COURSES AVAILABLE	LENGTH OF TRAINING
1. Welding	6 months
2. Bricklaying	6 months
3. Small electric appliance repair	6 months
4. Barbering	6 months
5. Service station mechanic-attendant	6 months
6. Radio and T.V. repair	12 months
7. Technical writing (preparation of self-instructional lessons)	12 months

Instruction will begin immediately upon completion of classroom and shop facilities. All students in the program will be housed at Draper for the prescribed length of the course selected.

QUALIFICATIONS FOR APPLICANTS

1. Inmates of the Alabama Prison System
2. Age 16 through 21
3. Good health

Get applications forms from the Guard's office.

Complete the application form in full and return it to the Guard's office by October 5, 1964.

ENROLLMENT APPLICATION
for
DRAPER VOCATIONAL COURSES

Name_____
(Last) (First) (Middle)

Serial number_____

Date of birth_____

Present address_____

Length of sentence_____

Parole set-up date_____

Short-time release date_____

Long-time release date_____

Custody: (Check one)

Maximum_____
Medium _____
Minimum_____

Highest grade completed in school_____

COURSES AVAILABLE

6-MONTHS COURSES

Bricklaying
Barbering
Service Station Mechanic-Attendant
Small Electrical Appliance Repair
Welding

12-MONTHS COURSES

Technical Writing
Radio and T.V. Repair

Write in the spaces below the courses in which you are most interested:

1st Choice_____

2nd Choice_____

3rd Choice_____

APPENDIX C

COPY OF PAROLE WAIVER

Mr. W. H. Swearingen
Chairman
State Board of Pardons and Paroles
Montgomery, Alabama

Dear Mr. Swearingen:

I am requesting a waiver of my parole consideration which is set for

_____.

I am doing this because I wish to participate in the Vocational Training Program at Draper Correctional Center.

I am enrolling in the _____course which will be completed by _____. I should like to request that my parole consideration date be reset to coincide closely with my course completion date. This choice is made of my own free will.

Sincerely,

_____

_____
(Serial Number)

APPENDIX D

SUMMARY CHART OF TEST SCORES

SUMMARY CHART
CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

CLASS: Combination Welding DATE: 11-64

STUDENT	READING VOCABULARY	READING COMPREHENSION	ARITHMETIC REASONING	ARITHMETIC FUNDAMENTALS	ENGLISH MECHANICS	SPELLING	TOTAL AVE.
Ivey	9.8	9.4	10.1	7.5	6.5	9.6	8.8
Wadley	9.5	8.5	8.2	6.9	8.9	6.3	8.0
Schofield	7.8	10.5	8.5	7.4	6.9	6.4	7.9
Densmore	7.6	7.4	8.6	7.7	8.5	6.9	7.8
Lowery	9.3	9.8	8.0	7.3	7.7	4.9	7.8
Bolt	7.2	9.6	7.2	5.9	8.9	7.2	7.7
Truex	6.4	6.9	7.4	7.0	6.8	6.2	6.8
Ray	6.4	5.9	7.3	6.9	6.4	6.8	6.6
Wells	6.8	6.3	6.2	5.9	5.8	6.9	6.3
Free	4.6	7.1	6.6	6.5	5.6	4.4	5.8

GENERAL APTITUDE TEST BATTERY

STUDENT	G	V	N	85 S*	P	Q	K	85 F*	80 M*
Ivey	92	100	96	81	88	87	78	111	80
Wadley	86	98	78	88	95	103	55	92	98
Schofield	92	80	105	88	74	81	107	88	141
Densmore	82	70	94	101	86	97	103	95	113
Lowery			No Scores Available						
Bolt			No Scores Available						
Truex	88	86	82	101	99	79	87	69	101
Ray			No Scores Available						
Wells	77	80	84	71	79	85	140	112	124
Free	74	66	73	94	75	74	101	82	75

*ADULT MINIMUM APTITUDE SCORES FOR OCCUPATIONAL APTITUDE PATTERNS

SUMMARY CHART
CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

CLASS: Bricklaying DATE: 11-64

STUDENT	READING VOCABULARY	READING COMPREHENSION	ARITHMETIC REASONING	ARITHMETIC FUNDAMENTALS	ENGLISH MECHANICS	SPELLING	TOTAL AVE.
Johnson	9.9	9.5	7.8	11.1	8.1	11.6	9.7
Flannigan, Ja.	9.2	10.1	8.9	9.9	8.1	9.4	9.3
Reaves	8.2	8.4	8.3	6.9	8.1	10.0	8.3
Blow	8.2	8.9	7.2	7.5	8.1	7.2	7.8
Shelton	6.7	6.2	7.9	9.6	6.8	8.5	7.6
Flannigan, Jo.	7.4	8.0	8.7	7.9	6.8	5.1	7.3
Brown	6.7	5.3	7.1	7.1	6.8	5.9	6.5
Leonard	6.5	6.7	6.0	5.0	5.2	9.5	6.5
Prescott	7.0	7.3	4.5	4.9	7.2	4.0	5.8
Wood	4.3	6.9	7.1	6.9	5.1	4.8	5.8

GENERAL APTITUDE TEST BATTERY

STUDENT	90 G*	V	95 N*	90 S*	P	Q	K	F	75 M*
Johnson	89	94	92	78	95	86	111	113	130
Flannigan, Ja.			No Scores Available						
Reaves	82	78	100	91	97	103	99	72	103
Blow	104	86	105	117	110	94	82	89	100
Shelton			No Scores Available						
Flannigan, Jo			No Scores Available						
Brown			No Scores Available						
Leonard			No Scores Available						
Prescott			No Scores Available						
Wood			No Scores Available						

*ADULT MINIMUM APTITUDE SCORES FOR OCCUPATIONAL APTITUDE PATTERNS

SUMMARY CHART
CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

CLASS: Technical Writing DATE:

STUDENT	READING VOCABULARY	READING COMPREHENSION	ARITHMETIC REASONING	ARITHMETIC FUNDAMENTALS	ENGLISH MECHANICS	SPELLING	TOTAL AVE.
King	15.7	15.1	15.8	16.5	16.2	13.2	15.4
Bene	13.4	14.6	15.0	16.5	15.0	14.4	14.8
Hall	13.5	14.3	15.2	15.3	14.5	11.9	14.1
Dickey	14.1	12.6	14.6	14.5	10.4	12.6	13.1
*Jenkins	9.9	11.3	14.0	15.9	10.1	10.4	11.9
Wilson	13.1	13.3	10.2	12.3	9.5	10.1	11.0
*Dunbar	11.0	9.5	14.2	14.2	8.2	9.1	11.0
Roberts	11.8	12.4	10.3	9.0	8.9	7.9	10.0
Hanes	8.4	9.8	8.0	7.3	9.1	10.0	8.8
Smith	11.0	11.0	11.0	8.3	9.5	9.7	8.6
Griffin	11.1	6.9	8.9	7.2	7.1	8.2	8.2
*Englebert	7.5	9.5	7.1	7.0	7.0	9.1	7.9

*Extras

GENERAL APTITUDE TEST BATTERY

STUDENT	G	V	N	S	P	Q	K	F	M
King	131	127	126	117	104	101	117	95	86
Bene	118	102	121	127	114	105	107	113	66
Hall	123	117	122	117	109	106	95	105	114
Dickey	95	92	115	84	96	96	89	81	79
Jenkins	No Scores Available								
Wilson	No Scores Available								
Roberts	114	104	107	127	113	106	111	135	144
Hanes	112	109	103	120	122	116	115	135	120
Smith	95	96	64	101	92	89	68	68	83
Griffin	94	98	82	97	66	88	95	94	96

SUMMARY CHART
CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

CLASS: Radio and TV Repair DATE: 11-64

STUDENT	READING VOCABULARY	READING COMPREHENSION	ARITHMETIC REASONING	ARITHMETIC FUNDAMENTALS	ENGLISH MECHANICS	SPELLING	TOTAL AVE.
Stalker	12.6	13.5	15.9	15.2	13.7	15.8	14.4
Bowling	14.5	12.3	15.8	16.5	13.8	11.9	14.1
Mattison, W.	14.0	10.4	14.0	10.4	14.2	11.3	12.4
Barfield	10.6	12.1	14.0	11.1	11.0	10.1	11.5
Simmons	11.0	10.9	14.4	10.1	9.0	9.1	10.7
Beck	9.7	9.8	12.4	9.9	8.6	10.7	10.2
King	9.3	8.7	8.3	7.5	9.8	11.3	9.1
Mattison, R.	12.6	8.8	8.1	7.0	8.5	9.4	9.1
Lee	8.4	8.5	7.9	8.2	8.1	4.8	7.6
Valagene	9.4	9.6	8.2	7.5	6.7	6.0	7.6

GENERAL APTITUDE TEST BATTERY

STUDENT	G	V	95 N*	105 S*	P	Q	K	80 F*	M
Stalker	128	108	124	130	120	115	115	130	127
Bowling	115	117	128	114	123	125	140	102	151
Mattison, W.	No Scores Available								
Barfield	99	96	103	91	91	88	101	77	93
Simmons	102	90	101	94	76	85	87	66	91
Beck	105	84	112	97	104	105	99	110	127
King	101	113	101	78	94	104	103	89	98
Mattison, R.	83	82	87	110	97	99	95	68	107
Lee	94	86	96	107	110	86	122	82	137
Valagene	105	96	101	114	99	94	89	81	99

*ADULT MINIMUM APTITUDE SCORES FOR OCCUPATIONAL APTITUDE PATTERNS

SUMMARY CHART
CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

CLASS: Small Electric Appliance Repair DATE: _____

READING VOCABULARY	READING COMPREHENSION	ARITHMETIC REASONING	ARITHMETIC FUNDAMENTALS	ENGLISH MECHANICS	SPELLING	TOTAL AVE.
13.8	13.1	14.8	14.2	13.8	10.1	13.3
11.3	11.8	9.4	8.4	10.6	10.1	10.3
8.0	10.2	8.8	8.5	9.8	10.6	9.3
8.5	10.7	9.5	9.2	8.4	8.8	9.2
8.8	9.9	9.5	7.5	8.9	8.7	8.9
8.9	8.3	8.7	7.5	8.0	9.4	8.5
9.2	7.3	8.3	6.9	7.2	9.4	8.0
9.0	8.1	6.8	6.7	6.9	9.2	7.8
6.7	8.6	7.6	6.7	6.2	7.6	7.2
5.6	6.3	6.9	6.2	6.5	7.7	6.5

8.9

GENERAL APTITUDE TEST BATTERY

STUDENT	100 G*	V	85 N*	100 S*	P	Q	K	F	M
	123	106	122	124	105	104	101	.111	103
	114	108	113	114	108	99	117	124	128
	101	90	131	120	92	93	117	64	93
			No Scores Available						
	100	90	101	97	95	97	105	90	116
	95	88	104	114	134	124	126	97	143
			No Scores Available						
	87	80	78	94	61	87	64	85	79
	76	74	94	74	57	81	111	72	103
	73	74	64	78	67	74	82	77	90

*ADULT MINIMUM APTITUDE SCORES FOR OCCUPATIONAL APTITUDE PATTERNS

SUMMARY CHART
CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

CLASS: Auto Service Station Mechanic Attendant DATE: _____

STUDENT	READING VOCABULARY	READING COMPREHENSION	ARITHMETIC REASONING	ARITHMETIC FUNDAMENTALS	ENGLISH MECHANICS	SPELLING	TOTAL AVE.
Harrell	13.3	12.1	11.3	9.0	10.4	11.9	11.3
Fortner	9.7	9.6	8.7	7.3	8.6	9.4	8.9
Patrick	8.2	8.0	8.4	8.1	9.0	11.5	8.9
Agerton	9.0	8.0	9.0	7.4	8.5	7.9	8.3
Brunswick	9.4	8.9	7.4	6.9	7.8	8.8	8.2
Andrews	7.0	9.2	8.8	5.4	8.8	8.5	7.9
Hunley	7.2	7.1	8.0	7.4	8.9	8.0	7.8
Wood	7.4	7.0	7.1	6.2	7.7	8.5	7.3
Talley	4.9	4.8	5.1	7.6	6.8	8.7	6.3
Cantrell	6.4	6.2	4.9	5.5	6.9	5.3	6.0

GENERAL APTITUDE TEST BATTERY

STUDENT	G	V	90 N*	S	P	Q	K	80 F*	85 M*
Harrell	101	115	98	91	98	93	111	89	110
Fortner	No Scores Available								
Patrick	No Scores Available								
Agerton	87	78	100	91	96	104	101	77	115
Brunswick	No Scores Available								
Andrews	No Scores Available								
Hunley	84	96	90	81	96	101	120	114	149
Wood	No Scores Available								
Talley	No Scores Available								
Cantrell	75	78	75	78	84	86	109	104	105

*ADULT MINIMUM APTITUDE SCORES FOR OCCUPATIONAL APTITUDE PATTERNS

SUMMARY CHART
CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

CLASS: Barbering DATE: _____

STUDENT	READING VOCABULARY	READING COMPREHENSION	ARITHMETIC REASONING	ARITHMETIC FUNDAMENTALS	ENGLISH MECHANICS	SPELLING	TOTAL AVE.
Little	10.4	9.4	9.5	9.5	12.6	9.8	10.2
Smith	11.0	11.0	11.0	8.3	9.5	9.7	10.1
Crittendon	12.3	9.6	7.7	6.7	9.8	10.7	9.5
Barker	9.6	8.5	8.5	8.2	8.0	10.6	8.9
Hill	9.6	8.1	8.7	7.7	10.7	8.1	8.8
Lewis	7.9	9.1	8.3	8.3	9.4	7.5	8.4
Freeman	8.8	8.5	7.6	7.7	8.4	8.8	8.3
Rogers	8.4	10.3	7.7	7.6	8.4	4.8	7.9
Dobbs	7.2	8.0	7.2	7.4	8.4	8.3	7.7
Williams	8.0	7.7	6.8	5.4	6.5	6.4	6.8
Woods	6.9	7.4	6.2	5.8	5.7	6.3	6.4
McAnnally	6.3	5.7	5.6	5.3	7.9	6.0	6.1

*Extras

GENERAL APTITUDE TEST BATTERY

STUDENT	G	V	N	S	P* 75	Q	K* 90	F* 90	M
Little				No Scores Available					
Smith				No Scores Available					
Crittendon	104	104	97	110	88	104	109	106	129
Barker	97	82	101	97	95	95	80	94	79
Hill	87	98	94	68	79	96	109	77	106
Lewis	98	84	92	130	78	100	120	106	119
Freeman				No Scores Available					
Rogers				No Scores Available					
Williams				No Scores Available					
McAnnally				No Scores Available					

*AD IT MINIMUM APTITUDE SCORES FOR OCCUPATIONAL APTITUDE PATTERNS

SELECTION STATISTICS

NAME OF CLASS	TOTAL APPLICATIONS RECEIVED	TOTAL ACCEPTED	TOTAL APPLICATIONS (WHITE)	PERCENT APPLICANTS (WHITE) ACCEPTED	TOTAL APPLICATIONS (NEGRO)	PERCENT APPLICANTS (NEGRO) ACCEPTED
Auto Service Station Mech. Attendant	32	10	29	24.0	3	100
Barbering	14	10	12	83.0	2	50
Bricklaying	35	10	29	37.5	6	50
Small Electric Appliance Repair	24	10	22	45.4	2	50
Radio & Television Repair	15	10	15	66.0	None	None
Technical Writing	23	10	21	47.6	2	0
Combination Welding	33	10	30	33.0	3	67
TOTAL	176	70	158	38.0	18	55.5

CLASS PERSONNEL BY AGE GROUPS

BARBERING

Mack Barker	20
Robert Crittendon	19
James R. Freeman	19
Robert Earl Hill	18
Howard Lewis	23
Johnny Little	22
William D. McAnnally	20
Bruce D. Rogers	21
Charles E. Smith	17
Ralph Williams	19
Average Age	19.8

Summary of age groups

Number	Age
1	17
1	18
3	19
2	20
1	21
1	22
1	23

BRICKLAYING

Allen Bouyer	18
Frank Bouyer	19
Walter R. Brown	17
James Flannigan	22
John Flannigan	18
Charles Johnson	19
Charles Leonard	20
James P. Reaves	19
Raymond Shelton	17
Larry Wood	21
Average Age	19

Summary of age groups

Number	Age
2	17
2	18
3	19
1	20
1	21
1	22

SERVICE STATION MECH. ATTENDANT

Royce D. Agerton	18
Charles L. Andrews	23
Marion E. Brunswick	19
Travis E. Cantrell	17
Bobby Joe Fortner	21
Wesley Harrell	19
Charles Hunley	20
Stanley Patrick	20
James Wood	21
Average Age	19.8

Summary of age groups

Number	Age
1	17
1	18
2	19
2	20
2	21
1	23

SMALL ELECTRIC APPLIANCE REPAIR

Donald Bozeman	17
Joe Floyd	22
Rex Harris	22
John T. Kearley	23
Donald E. Killam	20
Andrew Lamb	18
Silas Hall Scoggins	17
Frankie Suttles	22
Hugh Terrell	21
Ira Lee Tolbert	18
Average Age	20

Summary of age groups

Number	Age
2	17
2	18
1	20
1	21
3	22
1	23

TECHNICAL WRITING

Richard Bene	20
William Dickey	21
Clarence Englebert	21
Frank M. Griffin	21
Billy F. Hall	21
James E. Hanes	23
John C. King	20
James P. Roberts	21
Allison Smith	20
Robert J. Wilson	21
Average Age	20.9

Summary of age groups

Number	Age
3	20
6	21
1	23

WELDING

Jerry Bolt	19
Jerald Densmore	19
Mack L. Free	22
William D. Ivey	18
Richard L. Lowery	18
Buster Ray	19
Jimmy Schofield	17
Donald Truex	20
John W. Wadley	18
Ronald J. Wells	21
Average age	19.1

Summary of age groups

Number	Age
1	17
3	18
3	19
1	20
1	21
1	22

RADIO AND TELEVISION REPAIR

Carlous Barfield	20
Robert F. Beck	22
John E. Bowling	23
Joseph King	23
Franklin D. Lee	20
Russell Mattison	18
William Mattison	18
Ruble Simmons	20
Charles Stalker	23
Alfred A. Valagene	18
Average Age	20.5

Summary of age groups

Number	Age
3	18
3	20
1	22
3	23

APPENDIX E

STUDENT SCHEDULE

STUDENT SCHEDULE

Group 1 --- Barbering
Group 2 --- Radio and Television; Small Electrical Appliance
Group 3 --- Automobile Service Station Mechanic
Group 4 --- Welding; Bricklaying
Group 5 --- Technical Writers

	Monday	Tuesday	Wednesday	Thursday	Friday
A.M. 7:00 to 9:00	1--Supplementary 2--Remedial 3--Remedial 4--Shop or Class 5--Shop or Class	1--Remedial 2--Supplementary 3--Remedial 4--Shop or Class 5--Shop or Class	1--Remedial 2--Remedial 3--Supplementary 4--Shop or Class 5--Shop or Class	1--Remedial 2--Remedial 3--Remedial 4--Shop or Class 5--Shop or Class	1--Remedial 2--Remedial 3--Remedial 4--Shop or Class 5--Shop or Class
9:00 to 11:00	1--Supplementary 2--Shop or Class 3--Shop or Class 4--Shop or Class 5--Shop or Class	1--Shop or Class 2--Supplementary 3--Shop or Class 4--Shop or Class 5--Shop or Class	1--Shop or Class 2--Shop or Class 3--Supplementary 4--Shop or Class 5--Shop or Class	1--Shop or Class 2--Shop or Class 3--Shop or Class 4--Shop or Class 5--Shop or Class	1--Shop or Class 2--Shop or Class 3--Shop or Class 4--Shop or Class 5--Shop or Class
11:00 to 12:00	Lunch				
P.M. 12:00 to 2:00	1--Shop or Class 2--Shop or Class 3--Shop or Class 4--Shop or Class 5--Shop or Class	1--Shop or Class 2--Shop or Class 3--Shop or Class 4--Shop or Class 5--Shop or Class	1--Shop or Class 2--Shop or Class 3--Shop or Class 4--Shop or Class 5--Shop or Class	1--Shop or Class 2--Shop or Class 3--Shop or Class 4--Supplementary 5--Shop or Class	1--Shop or Class 2--Shop or Class 3--Shop or Class 4--Shop or Class 5--Supplementary
2:00 to 4:00	1--Shop or Class 2--Shop or Class 3--Shop or Class 4--Remedial 5--Remedial	1--Shop or Class 2--Shop or Class 3--Shop or Class 4--Remedial 5--Remedial	1--Shop or Class 2--Shop or Class 3--Shop or Class 4--Remedial 5--Remedial	1--Shop or Class 2--Shop or Class 3--Shop or Class 4--Remedial 5--Remedial	1--Shop or Class 2--Shop or Class 3--Shop or Class 4--Remedial 5--Remedial

APPENDIX F

NEWS RELEASE

NEWSPAPER ARTICLES

October 15, 1964

FOR IMMEDIATE RELEASE

From: A. Frank Lee
Commissioner of Corrections
Kilby Prison
Montgomery, Alabama

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A. FRANK LEE, COMMISSIONER OF CORRECTIONS, TODAY ANNOUNCED PLANS FOR AN EXPERIMENTAL-DEMONSTATION PROJECT IN VOCATIONAL TRAINING AT DRAPER CORRECTIONAL CENTER IN ELMORE, ALABAMA. THE PROGRAM IS EXPECTED TO HAVE CONSIDERABLE INFLUENCE ON PRESENT PRISON REHABILITATION PROGRAMS THROUGHOUT THE NATION.

THE PROJECT, "OPERATION SECOND CHANCE," IS A COOPERATIVE EFFORT OF THE ALABAMA BOARD OF CORRECTIONS, THE STATE DEPARTMENT OF EDUCATION, AND THE STATE EMPLOYMENT SERVICE OF THE DEPARTMENT OF INDUSTRIAL RELATIONS. THIS IS A PROJECT CONDUCTED UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT AND IS FINANCED BY FEDERAL FUNDS UNDER THIS ACT. THIS PROGRAM IS EXPECTED TO DRASTICALLY REDUCE THE RATE OF YOUTHFUL OFFENDERS RETURNING TO PRISON. AT THE PRESENT TIME, AS MANY AS 70 OF EVERY 100 INMATES RELEASED ARE BEING SENT BACK TO PRISON. ONE REASON FOR SUCH A HIGH RATE IS AN INABILITY TO FIND GAINFUL EMPLOYMENT IN THE "OUTSIDE WORLD." MOST OF THESE MEN LACK SKILL IN ANY PARTICULAR TRADE AND THE BASIC EDUCATION NECESSARY TO EFFECTIVELY COPE WITH DOMESTIC PROBLEMS WHICH CONFRONT THEM UPON THEIR RETURN TO FREE SOCIETY. "OPERATION SECOND CHANCE" IS SPECIFICALLY DESIGNED TO MEET THESE PROBLEMS OF THE YOUTHFUL OFFENDER BETWEEN THE AGES OF 16 and 22.

THE PROJECT WILL BE UNDER THE DIRECTION OF DR. JOHN M. MCKEE WHO HAS RECEIVED NATIONAL RECOGNITION FOR HIS SUCCESS AS DIRECTOR OF THE DRAPER EXPERIMENTAL PROJECT IN EDUCATION AND REHABILITATION WHICH HE ORIGINATED IN 1962. DR. MCKEE WAS INSTRUMENTAL IN OBTAINING FEDERAL GRANTS FOR THE PROJECT FROM THE U.S. DEPARTMENT OF LABOR AND THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE.

THE MEN SELECTED FOR THIS PROJECT WILL BE CHOSEN AFTER EXTENSIVE TESTING OF THEIR APTITUDES AND POTENTIAL ABILITIES. ALL YOUTHFUL OFFENDERS IN THE ALABAMA PRISON SYSTEM, MEETING THE NECESSARY REQUIREMENTS, WILL BE ENCOURAGED TO MAKE APPLICATION FOR ENROLLMENT IN ANY ONE OF SEVEN DIFFERENT COURSES OFFERED. THE COURSES INCLUDE: WELDING, BRICKLAYING, SMALL ELECTRICAL APPLIANCE REPAIR, RADIO AND TELEVISION REPAIR, BARBERING, SERVICE STATION MECHANIC-ATTENDANT, AND TECHNICAL WRITING. THE REMEDIAL TRAINING FOR THE PROJECT WILL INCLUDE BASIC MATHEMATICS AND ENGLISH. SPECIAL COURSES IN PERSONAL BUSINESS MANAGEMENT AND SOCIAL RELATIONS WILL BE ADDED IN ORDER TO PREPARE THE STUDENT FOR SOCIAL AND OCCUPATIONAL ADJUSTMENT AFTER PAROLE.

RECENTLY DEVELOPED, BUT PROVEN, TEACHING TECNHIQUES WILL BE UTILIZED IN THE COURSES. SOME OF THE MATERIALS WILL BE CREATED ESPECIALLY FOR THIS PROJECT SINCE NONE OF A SIMILAR NATURE HAVE PREVIOUSLY BEEN DEVELOPED.

NEWSPAPER ARTICLES

14 The Montgomery Advertiser Saturday October 17, 1964

Prison Authorities Start Job Training For Inmates

Prison authorities are launching an experimental program in job training for young offenders in hopes that fewer inmates will return to jail after their release.

At present, as many as 70 per cent of the state's prisoners wind up in the penitentiary again, many of them because they are not trained for jobs.

Prison Commissioner Frank Lee says the new program, tagged "Operation Second chance," is designed to help prisoners cope with the basic problems of rehabilitation. The main problems, says Lee, are lack of job training and inadequate training in social adjustment.

The new project, which will be aimed at prisoners between the ages of 16 and 22, will be headed by Dr. John McKee at the Draper Correctional Center. McKee originated the Draper experimental project in education and rehabilitation in 1962.

Participants in the program will have a choice of seven courses, including welding, bricklaying, electrical repair, radio and television repair, barbering, mechanics and technical writing.

In addition, they will be given special instruction in personal business management and social adjustment.

Special advisory committees throughout the state will help in finding jobs for the trainees and will help the ex-prisoners with problems of personal adjustment.

Draper To Initiate Vocational Training Program

A. Frank Lee, state Commissioner of Corrections, today announced plans for an experimental-demonstration project in vocational training at Draper Correctional Center at Elmore. The program is expected to have considerable influence on present prison rehabilitation programs throughout the nation, he said.

The project, "Operation Second Chance," is a cooperative effort of the Alabama Board of Corrections, the State Department of Education, and the State Employment Service of the Department of Industrial Relations. To be conducted under the Manpower Development and Training Act, the project is financed by federal funds under the act.

Lee said the program is expected to drastically reduce the rate of youthful offenders returning to prison. At the present time, as many as 70 of every 100 inmates released are being sent back to prison. "One reason for such a high rate," he pointed out, "is an inability to find gainful employment in the outside world. Most of these men lack skill in any particular trade and the basic education necessary to effectively cope with domestic problem which confront them upon their return to free society. Operation Second Chance is specifically designed to meet these problems of the youthful offender between the ages of 16 and 22."

The project will be under the direction of Dr. John M. McKee, who has received national recognition for his success as director of the Draper experimental project in education and rehabilitation which he originated in 1962.

The men selected for this project will be chosen after extensive testing of their aptitudes and potential abilities. All youthful offenders in the Alabama prison system, meeting the necessary requirements, will be encouraged to make application for enrollment in any one of seven different courses offered. The courses include: welding, bricklaying, small electrical appliance repair, radio and television repair, barbering, service station mechanic-attendant, and technical writing.

The remedial training for the project will include basic mathematics and English. Special courses in personal business management and social relations will be added in order to prepare the student for social and occupational adjustment after parole.